Discipline Policy

Purpose: The Head of Barker College and the Council of Barker College is committed to the safety of all children and young people in a safe, loving and supportive learning environment. The purpose of this policy is to summarise the obligations of the School and to provide guidelines as to how the School will deal with certain matters.

Scope: This Policy applies to all staff who are in student facing roles managing conduct in *School environments* including both physical and online or when using a Barker supplied device under the Schools *Acceptable Use of ICT Agreement*.

Mandatory or specific requirements: The Child Safety Reporting Procedures apply to staff who are required to report a concern or risk harm regarding child safety or welfare.

Responsibility: The Head of Barker College and Deputy Head Student Experience.

Policy Statement: All procedures and practices in relation to discipline recognise that:

1. There are times when individual circumstances may need to be taken into account; and
2. The procedures must remain flexible.

3. It is expected that staff will communicate effectively with students, pastoral carers and parents/caregivers and document their care in school systems when warranted.

    3.1. Each staff member must take professional responsibility for ensuring that the procedures are implemented consistently and fairly.
    3.2. Effective and regular communication between home and school is important in promoting this common understanding.
    3.3. The use of an interpreter may need to be considered.

4. Barker College will ensure that the use of Corporal Punishment in any form is prohibited and will not allow Corporal Punishment to be carried out by a third party as a response to a discipline issue.

STUDENT HANDBOOK & PROMOTING POSITIVE RELATIONSHIPS FRAMEWORK

5. These documents are provided to students and parents as a guide to expected behaviours at School and include how we identify and respond to certain behaviours, including cyberbullying.

6. By joining Barker College, students are committing themselves to be the best they can be. They are making a commitment to their parents, teachers and school that they will maximise opportunities, invest in their education and make a valuable contribution that upholds the mission, values and traditions of the school.

7. Our Promoting Positive Relationships Framework is a flexible multi-tiered system of support for all Barker students. When implemented with fidelity, this framework will address the needs of most students.

8. Additional tiers of support for students at risk through to students with significant needs are in place in recognition that at times, some students will require more frequent and intensive levels of support or intervention to address behaviour concerns.

9. Support at these levels is often accompanied by and documented within the individual personalised planning process.

10. Supporting positive student behaviour

    Our *Promoting Positive Relationships Framework* is a tiered approach to provide a foundation of proactive and preventative practices.

Building relationships with the students is the foundation of a teacher's approach. Investing in this enables teachers to understand what each student brings to the classroom before the first sentence of any lesson is spoken.

RESPONDING TO UNACCEPTABLE STUDENT BEHAVIOUR

11. Responses to unacceptable behaviour should be informed by restorative practices. Teachers facilitate opportunities to build healthy relationships and a positive learning culture by encouraging students to take responsibility for their behaviour, reflect on their actions and be equipped with strategies to make better decisions.

12. The teacher-student relationship is central in this approach as teachers actively seek to prevent harm, encourage growth in character and understanding, and enable restoration of relationships.

LEVELS OF ACTION

13. The School publishes levels of action as guidelines to parents and students including the possible remedial and corrective process. These levels of action provide examples of misdemeanours that may be considered minor through to extreme and what sanctions may apply in these circumstances.

14. These misdemeanours are of equal severity whether they are committed at School or online using a School authorised device or application.

15. There is flexibility within these levels of action, dependent on the particular context of the misdemeanour and the needs of the student involved. It is important to note that the aim of the sanction is to enable the student to reflect on and revise their behaviour, leading to restoration of relationships and re-engagement with the School community.

16. Parents will be informed when the behaviour is serious, repetitive, impacting on the safety of others or requires a Behaviour Management Plan to be developed in consultation with the student and the parents or caregivers.

FAIRNESS AND REVIEW

17. Those who make decisions at Barker College in relation to serious or unresolved student disciplinary matters will aim to reach a fair decision by way of an objective decision-making process that involves an impartial investigation if required and the exclusion of real or perceived bias.

18. Expulsion from the School is at the discretion of the Head of Barker College and is a condition of enrolment of every student.

19. If a student or parent wishes to make a complaint about School processes or actions or appeal a decision made in a disciplinary matter, they may contact the School via the Head of School via the respective Junior, Middle or Senior School Office in an appropriate manner and expect a response from the School.

Version control:

Policy owners	DHSE	
Version number	Date reviewed	Reviewed by and comments
1.0	16/05/25	Approved Key Leaders
2.0	19/11/2025	Key Leaders

Next review due
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